

## Positive Alternatives 2015 - 16 Quarterly Update

**Grantee: Neighborhood House**

**Goal: To expand pregnancy and parenting support services for adolescent women**

**For the period: April – June 2016**

<b>Activity or Service</b>	<b>Activity or Service Description</b> Major Work Plan Activities	<b>Work Plan Count</b>	<b>Program Progress and Accomplishments</b> Report the progress and accomplishments made this period on each activity.	<b>Report Count</b>
<b>Administrative Activities</b>	Provide direction, support, and guidance to grant funded staff; provide representation at required grantee meetings; Provide on-going reports as required; maintain data entry, data collection, and evaluation; work with staff to ensure expenses are within budget allowances		<p>Confirmation received this quarter that Baby Talks program was not selected to receive next cycle of funding from MDH's <i>Positive Alternatives</i> Program.</p> <p>Proposal for an extension regarding the ending date for Baby Talks was accepted. The new end date will be August 31<sup>st</sup>, 2016. This will assist Baby Talks staff by providing additional time to transition current participants to alternate services and to spend remaining funds in current cycle of Positive Alternatives funding.</p> <p>We recently began using the Ages and Stages Questionnaire (version ASQ-3), which helps track child development. This tool has been beneficial in highlighting a child's strengths and areas for growth as well as teaching parents about child development and fostering conversations about their child's skills.</p>	
<b>Outreach/Hmong</b>	Recruit program participants through internal program referrals, speaking to students at local schools, tabling at resource fairs and community organizations; communication with and posting fliers at neighborhoods, organizations and professional networking		Outreach was done at AGAPE to offer students additional support for summer. Initially AGAPE students showed interest, so staff have been trying to reach out. However, summer has proven to be a difficult time to reach students. Focus has been shifted to spending more time with current participants and offering information to transition to alternative programs.	
<b>Outreach/Latino</b>	Recruit program participants through internal program referrals, speaking to students at local schools, tabling at resource fairs and community organizations; communication with and posting fliers at neighborhoods, organizations and professional networking		Outreach done within in- house groups only. Not much outside outreach done this quarter as primary focus has been on finishing up with the participants already enrolled.	

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<b>Case Management Visits/ Hmong</b>	Individual number of case management visits conducted this quarter		Case management was offered during home visits as well as on site visits. Shared with participants other resources in Neighborhood House, as well as provided participants with diapers. Helped participants with applications for county benefits and services, as well as jobs.	6
<b>Case Management Visits/ Latino</b>	Individual number of case management visits conducted this quarter		Case management was offered during home visits as well as on site visits.	35
<b>Case Management Services/ Hmong</b>	Provide an individualized care plan with intake, assessment of needs, service planning, service plan implementation, service coordination, monitoring and following up; provide off-site visits, if needed	21	Prepare participants for summer. Helped participants find job opportunities and provide information about colleges. Talked about transition out of Baby Talks program and finding participants other resources to utilize. Preparing for a smooth release from Baby Talks program.	6
<b>Case Management Services/ Latino</b>	Provide an individualized care plan with intake, assessment of needs, service planning, service plan implementation, service coordination, monitoring and following up; provide off-site visits, if needed		Intakes and assessment were done with new participants. Care plans were made and followed up on. Car Seat safety was covered; child abuse, employment and educational referrals were made and followed up on. Also talking about transition out of program and finding resources that will be useful in the future.	6
<b>Group Sessions Hmong</b>	Total number of attendance counts (duplicated)		Group sessions were offered and held on site at Neighborhood House. Discussed many topics regarding crib safety, car seat safety, nutrition, as well as child development.	5
<b>Group Sessions Latino</b>	Total number of attendance counts (duplicated)		No group sessions this quarter	0

<b>Car Seat Program/ Hmong</b>	Provide car seat education to all program participants	9	Review car seat safety with participants during home visits or on site one-on-one meeting. Helped participants practice installing car seat and determining if car seat was installed in vehicle appropriately. Talked about appropriate car seat size to fit baby, and when to front-face baby.	5
<b>Car Seat Program/ Latino</b>	Provide car seat education to all program participants		Review car seat safety with participants during home visits	2
<b>Crib Distribution/ Sleep Safety Education: Hmong</b>	Provide crib and safe sleep education to all program participants	9	Sleep safety and shaken baby syndrome was discussed during home visits. Shared information about co-sleeping and safety concerns regarding items placed in crib when baby is sleeping. Talked about transitioning toddlers from cribs to beds.	6
<b>Crib Distribution/ Sleep Safety Education: Latino</b>	Provide crib and safe sleep education to all program participants		No sleep safety education provided this quarter	0

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<b>Life-Skills Education Program/ Hmong</b>	Address life skills education through weekly group activities and sessions during the school year; additional field trips during the summer and one-on-one case management year round	108	Life skills were discussed during groups and home visits. Checked in on mother and child's well-being. Participants expressed changes with summer approaching and end of the year testing at school.	P: 6/ C: 12
<b>Life-Skills Education Program/ Latino</b>	Address life skills education through weekly group activities and sessions during the school year; additional field trips during the summer and one-on-one case management year round		Life skills included getting higher education information, employment services, making a care plan and turning in county papers on time. Assisted participants in making a filing system for papers sent to county, with copies and records of dates documents were sent in.	23

<b>Nutrition/ Hmong</b>	Provide nutrition education for teen parents; provide nutritional resources, referrals, and follow-ups through case management and assessment	9	Nutrition was presented to participants during home visits and support group. Talked about healthy eating and portioning. Participant expressed interest in cooking class. Participants expressed child becoming picky with food. Gave tips on healthy eating for mother and child.	7
<b>Nutrition/ Latino</b>	Provide nutrition education for teen parents; provide nutritional resources, referrals, and follow-ups through case management and assessment		Continue to make sure everything learned in previous quarters is still being used or tried.	6
<b>Parenting Education/ Hmong</b>	Address parenting skills through weekly group activities and sessions during the school year; additional field trips during the summer and one-on-one case management year round	108	Parenting education was successfully presented during support group and home visits. Educated parents on summer safety, keeping child healthy and hydrated as summer approaches. Discussed activities participants can do with child to keep child active.	8
<b>Parenting Education/ Latino</b>	Address parenting skills through weekly group activities and sessions during the school year; additional field trips during the summer and one-on-one case management year round		How to choose a good child care provider, child abuse prevention, and early childhood education classes near them. How to get children ready to start day care and looking forward to kindergarten. Discussion on managing anger while being a parent and learning how to relax in your down time.	12
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<b>Provide Necessary Services Assessments Only</b>	Staff provides clients only intake assessments, information on, referral to and assistance with securing necessary services	3	Necessary services provided to 3 participants during this quarter.	3
<b>Transportation</b>	Provide transportation services to participants to enable participation in program activities	9	Only 2 participants needed transportation to have case management at Neighborhood House	2

<b>Maternal and Child Health Initiative Task Force Strategies</b>	<b>No.</b>
<i>Number of women who received car seats and car seat safety education from a PA funded program activity</i>	0
<i>Number of women who received car seat safety education only from a PA funded program activity</i>	7

<i>Number of women who received child abuse prevention education from a PA funded program activity</i>	3
<i>Number of women who received abusive head trauma (shaken baby) prevention education from a PA funded program activity</i>	0
<i>Number of women who received a baby bed, crib, or pack-n-play and sleep safety education from a PA funded program activity</i>	0
<i>Number of women who received sleep safety education only from a PA funded program activity</i>	6

### **Challenges:**

**Hmong:** Challenge occurred starting up support group again, as well as discussing the ending of the Baby Talks program with participants and worked to prepare participants for transition. Explained steps participants can take to get additional support. Conducted outreach to potential participants at AGAPE to provide information about Baby Talks, but had no success reaching students.

**LATINO:** Getting mothers to attend a group was difficult due to varying participant schedules, so TPE only was doing home visits this quarter and is planning to do fieldtrips in the summer to try to get the mothers together.

### **Comments:**

**Hmong:** Participants graduated high school. Helped preparing participants for next step. Participants are expressing interest in other programs offered at Neighborhood House. Brainstorming how to end PA smoothly and effectively. Participants are sharing success stories and have been active with home visits.

### **LATINO:**

Participants are not interested in starting a group since program will end soon. Participants would rather have home visits and have TPE come to them at least twice per month. Participants are looking forward to working until August so that they learn about some more resources available to them. Transition out of program is beginning and participants have the opportunity for continued problem solving with Teen Parent Educator through remainder of home visits.